

Advanced Placement United States History

Primary Textbook

The American Pageant, David M. Kennedy and Lizabeth Cohen, 15th ed. (2013) or 16th ed.(2015) Wadsworth/Cengage.

Due to the consolidation of two chapters (15th edition Chapters 29 and 30) into a single chapter (16th edition Chapter 29) subsequent chapters have been renumbered for a total of 41 chapters in the 16th edition

Primary Sources

Reading The American Past, Volume I- To 1877: Selected Historical Documents, edited by Michael P. Johnson, 5th ed., Bedford/St. Martin's, 2012.

Reading The American Past, Volume II- From 1865: Selected Historical Documents, edited by Michael P. Johnson, 5th ed., Bedford/St. Martin's, 2012.

Prerequisite

Completion of World Civilization II and Form II instructor's approval

Advanced Placement U.S. History Description

Advanced Placement U.S. History is a college-level introductory course which examines the nation's political, diplomatic, intellectual, cultural, social, and economic history from 1491 to the present. A variety of instructional approaches are employed and a college level textbook is supplemented by primary and secondary sources.

Course Goals and Objectives:

Students will:

- Master a broad body of historical knowledge
- Demonstrate an understanding of historical chronology
- Use historical to support an argument or position
- Differentiate between historiological schools of thought
- Interpret and apply data from original documents, including cartoons, graphs, letters, etc.
- Effectively us analytical skills of evaluation, cause and effect, compare and contrast
- Prepare for and successfully pass the AP US History Exam

The AP Exam will assess student capability and understanding in the following areas:

Identity

Peopling

Work, Exchange, and Technology

Politics and Power

Environment and Geography

America in the World

Ideas, Beliefs, and Culture

Course Sequence:

1st Semester

Unit 1: 1491-1607

10 Days

The American Pageant, Chapters 1-3 (15th Edition), 1-2 (16th Edition)

Content: Geography and Environment; Native American diversity in the Americas; Spain in the Americas; conflict and exchange; English, French, and Dutch settlements; and the Atlantic economy.

Primary Sources: Johnson, Vol. 1 – Document 1-1, A Taino Story PP. 1-4, Document 2-3, A Conquistador Arrive in Mexico, 1519-1520, PP.23-27

Video: The West, “Episode One-The People” Students focus on the native society’s social structure, political structure, economic structure, and trade, dwellings and interactions with the environment before European contact.

Unit 1 Summative Assessment

Students’ research and report (two pages) on how contact changed the Native American society they researched and how this society tried to maintain autonomy. Students then respond to a short-answer question about Native American societies: “Identify three ways that 1492 represented a turning point for Native American societies.”

Essential questions addressed:

How did the Columbian Exchange affect Europe, Africa, and North America? How did it affect interaction between and among Europeans, Africans, and Native Americans?

How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

Unit 2: 1607-1754

15 Days

The American Pageant, Chapters 2-4 (15th Edition), 2-6 (16th Edition)

Content: Growing trade; unfree labor; political differences across the colonies; conflict with Native Americans; immigration; early cities; role of women, education, religion and culture; growing tensions with the British.

Primary Sources: Johnson, Vol. 1 – Document 3-1, Richard Frethorne Describes Indentured Servitude in Virginia, PP.37-41, Document 3-4, Bacon’s Rebellion, PP.48-51, Document 4-1, The Arbella Sermon, PP. 56-61, Document 4-5, Words of The Bewitched, PP. 73-76

Essay Assignment: Analyze the evolution of the Atlantic economy and describe the developing trade patterns. *To what extent was there a “triangular trade” and how significant was it?*

Unit 2 Summative Assessment

Students respond to 30 multiple-choice questions; the questions are organized into sets. Each set focuses on one of the essential questions given here. Some of the sources in the question sets will be familiar to the students, and some will be new. The test also includes one short answer question: “Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America.” The Unit 2 assessment takes one class period to complete.

Essential questions addressed:

What factors led to the creation and development of distinct Spanish, French, English, and Dutch colonial regions in North America?

How and why did slavery develop in the British colonies?

What factors shaped the development of Native American society after contact with Europeans in North America?

How were changing religious ideals, Enlightenment beliefs, and republican perspectives influenced by Atlantic world exchanges? How did these ideas and beliefs shape colonial identity, politics, culture, and society?

Unit 3: 1754-1800

19 Days

The American Pageant, Chapters 5-10 (15th Edition), 6-10 (16th Edition)

Content: Colonial society before the war for independence, colonial rivalries; the Seven Years War; pirates and other democrats; role of women before during, and after 1776; Articles and a Constitution; and early political rights and exclusions.

Primary Sources: Johnson, Vol. 1 – Document 6-2, An Oration on the Second Anniversary of the Boston Massacre, PP. 103-107, Document 6-5, Edmund Burke Urges Reconciliation with the Colonies, PP.114-118, Document 8-4, Making The Case for The Constitution, PP. 155-160, Document 9-1, Alexander Hamilton on the Economy, PP.165-169, Document 9-2, Mary Dewees moves West to Kentucky, PP. 169-174, Document 9-5, President George Washington’s Parting Advice to the Nation, PP. 182-186

In-Class DBQ

Unit Three Summative Assessment: Takes two class periods to complete

Day1- Long Essay Question: The assessment features one long essay, on one of the questions that students received in advance of the assessment. Possible essay questions are:

Why did the colonists rebel against Britain?

How did debates over the Articles of Confederation and the Constitution reflect democratic and republican values and competing conceptions of national identity?

How did the development of the first major party system reflect democratic and republican values and competing conceptions of national identity?

Day 2 – Multiple Choice and Short Answer Questions: Students respond to 30 multiple questions, organized into sets. Each set focuses on one of the essential questions given here. Some of the sources in the question sets will be familiar to the students, and some will be new. Students answer to the short-answer questions on American identity from the AP United States History Curriculum Framework (Page 81, Question 2)

Essential Questions addressed:

How did democratic and republican ideals and emerging conceptions of American identity lead to the Declaration of Independence and the development of American political institutions?

Why did the rebels win the war of independence?

How did democratic and republican values and competing conceptions of national identity affect the development and success of the Articles of Confederation? How did these factors affect the development and ratification of the Constitution?

How and why did the first major party system develop in the early republic?

Unit 4: 1800-1848

14 Days

The American Pageant, Chapters 11-17 (15th Edition), 11-17 (16th Edition)

Content: Politics in the early republic; parties and votes; reforms and social movements; culture and religion; market capitalism and slavery; growth of immigration and cities; women and Seneca Falls; Territorial expansion and the Mexican War.

Primary Sources: Johnson, Vol. 1 – Document 11-3, Alexis de Toqueville Describes the Three Races in the United States, PP.216-219, Document 11-5, Sarah Grimke on the Status of Women, PP.223-226, Document 12-2, The Anxiety of Gain: Henry Bellows on Commerce and Morality, PP.231-234, Document 13-2, Plantation Rules, PP. 250-253.

In-Class DBQ

Unit 4: Unit Summative Assessment:

The unit-level assessment has 15 multiple choice questions and organized into sets. Each set focuses on one of the essential questions given here.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. The possible essay topics include the following:

What were the political and social effects of westward migration in the early 19th century?

How did democratic and republican values and competing conceptions of national identity affect the political of the second-party system?

Compare and contrast the economic and social effects of the labor systems of the Industrial Revolution and slavery.

The Unit 4 Summative Assessment takes one class period to complete.

Essential questions addressed:

How did westward migration lead to political and social conflicts (both domestically and with foreign powers and Native Americans), and how did it affect the Native Americans?

How were competing conceptions of national and regional identity expressed in the development of political institutions and cultural values after the War of 1812?

How did the Industrial revolution shape labor systems, society, and worker's lives?

How did democratic and republican values and competing conceptions of national identity affect political debates, the development of the second-party system, and the formation of regional identities?

How did enslaved African-Americans develop a sense of group identity and resist the institution of slavery?

Unit 5: 1844-1877

19 Days

The American Pageant, Chapters 14-22 (15th Edition), 18-23 (16th Edition)

Content: Tensions over slavery; reform movements; politics and the economy; cultural trends; Transcendentalism and Utopianism; the Civil War; rights of freedmen and women, Reconstruction, and freedmen's bureau; and the KKK. Focus on white supremacy before and after the Civil War.

Primary Sources: Johnson, Vol. 1.- Document 14-1, The Kansas-Nebraska Act, PP.266-269, Document 14-2, The Anti-Slavery Constitution, PP.269-271, Document 14-3, The Pro-Slavery Constitution, PP. 272-274, Document 15-1, President Lincoln's War Aims, PP.283-286, Document 16-2, Black Codes Enacted in the South, PP. 311-314.

Videos: "The West"- Episode Two- *Empire Upon the Trails*, Students take notes focusing on the reasons Americans moved West.

"The Civil War"- Episode Eight- *War is Hell*, after watching segment on the "March to the Sea", students discuss issues related to questions of morality and warfare. They also analyze the role of total war in the Union victory.

Formative Assessment: Students respond to the following short-answer prompt: *If the Civil War can be said to have spanned the period between 1850 and 1877, then which side (North or South) achieved its goals? Identify each side's goals and cite specific evidence to support your choice.*

Unit 5: Unit Summative Assessment

The Reconstruction DBQ serves as the summative assessment for this unit. The rest of the content for this unit will be assessed on the semester exam.

Essential questions addressed:

How did the Civil War change the United States?

How did arguments over the meaning and interpretation of the Constitution shape Reconstruction?

How did debates over political values (such as democracy, freedom, and citizenship) contribute to ideological clashes during Reconstruction?

Units 1-5: Semester Exam

The semester exam is a 2-hour summative assessment (taken during one day) of the first five units. Because the students have recently taken a DBQ Essay for the Unit 5 summative assessment, this assessment attempts to simulate the other parts of the AP Exam. The exam consists of three sections:

Section 1: Multiple Choice Questions: 35-40 questions. There will be more questions from Unit 5 than from the other units because this material was not assessed earlier.

Section 2: Short-Answer Questions- Four short answer questions.

Section 3: Long Essay Question – Students choose between one of two long-essay questions, both of which require students to write across two time periods.

2nd Semester

Unit 6: 1865-1898

18 Days

The American Pageant, Chapter 23-27 (15th Edition), 23-27 (16th Edition)

Content: The rights of freedman and women; Post- Reconstruction; freedmen’s bureau, and the 1877 Railroad strike; rise of labor unions and the Populist Party; general themes of industrialization, urbanization, immigration, and imperialism; and Indian wars, the Spanish-American War, and conquests in the Pacific.

Primary Sources: Johnson, Vol. 2.- Document 17-5, A Plea to “Citizenize” Indians, PP.36-39, Document 18-4, Andrew Carnegie Explains the Gospel of Wealth, PP.52-55, Document 19-1, A Textile Worker Explains the Labor Market, PP.60-64, Document 20-2, White Supremacy in Wilmington, North Carolina, PP. 83-87, Document 20-4, Conflicting Views About Labor Unions, PP. 90-96, Document 21-5, Booker T. Washington on Racial Accommodation, PP.114-116, Document 21-6, W.E.B. Dubois on Racial Equality, PP. 117-120.

Video: “The West” Episode Eight - *Ghost Dance*: Students take notes on the episode, later there will be a guided discussion on the Oklahoma Land Rush, the Dawes Act, Wounded Knee, and mining in Butte, Montana.

In Class DBQ

Unit 6: Unit Summative Assessment

This assessment has 15 multiple-choice questions, organized into sets based as on various sources as on the AP Exam. Each set focuses on one of the essential questions given here.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. Possible essay topics in the following:

How did the economic and social changes of the Gilded Age shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

Compare the beliefs, strategies, and success of reformers advocating changes to economic, political, and social system of the “New” South.

Evaluate the strategies and ideas used to defend and challenge the dominant economics and social order of the Gilded Age?

Essential questions addressed:

How did migration to the West and debates over political values shape the growth of racial and ethnic identities and lead to conflicts over assimilation and distinctiveness?

How did changes in transportation and technology, along with the integration of the US economy into worldwide economic, labor, and migration systems influence US society?

How were philosophical, moral, and scientific ideas used to defend and challenge the dominant economic and social order?

How and why did new labor systems develop, and how did industrialization shape US society and workers’ lives?

What were significant similarities and differences among reformers who advocated changes to the economics, political, and social system of the “New” South? How do their beliefs, strategies, and level of success compare?

What were the strategies that different groups developed for addressing the problems of the Gilded Age?

Unit 7: 1890-1945

22 Days

The American Pageant, Chapters 28-35 (15th Edition), 28-34 (16th Edition)

Content: The formation of the Industrial Workers of the World and the AFL; industrialization and technology, mass production and mass consumerism, and radio and movies; Harlem Renaissance; Native American culture and boarding schools; political parties and the transition from classical liberalism to New Deal Liberalism with the capitalist crisis of the 1930s; and WWII, demographic shifts, the role of women and nonwhites, and battle for economic rights.

Primary Sources: Johnson, Vol. 2- Document 21-3, Mother Jones on the Futility of Class Harmony, PP.109-111, Document 22-1, The North American Review Considers War A Blessing, Not A Curse, PP.122-126, Document 23-3, The Ku Klux Klan Defends Americanism, PP. 152-156, Document 25-1, President Franklin D. Roosevelt Requests Declaration of War on Japan, PP.187-189, Document 25-5, Rosie the Riveter Recall Working in War Industries, PP.204-208.

Videos: American Experience: *TR, The Story of Theodore Roosevelt*- Students take notes on a segment of TR. Students respond to questions about the video that are based on the idea of “history as biography.” The class reviews the answer in a whole-group discussion.

American Experience: *FDR* – After watching a segment of FDR, students participate in a guided discussion on the events of 1929-1932 and Hoover’s actions in response to the Great Depression.

American Experience: *The War* by Ken Burns- Students will watch segments from *The War* dealing with the home front and Americans at war during the Second World War. Students will take notes and discuss the changes made in American life because of WWII.

Unit 7: Unit Summative Assessment:

This assessment has 15 multiple-choice questions, organized into sets. Each set focuses on one of the essential questions given here.

The assessment also features one long essay, on one of four topics that students are given in advance to guide their review. The possible essay topics include the following:

Compare and contrast the beliefs, strategies, and success of the Progressives and the New Deal reformers.

Compare and Contrast the debates over civil liberties and the domestic social changes that occurred during the two world wars.

Evaluate the continuities and changes to women’s roles from 1890 to 1945.

Compare the goals of US policymakers in two of the following conflicts and compare how each conflict altered the US role in world affairs: the Spanish-American War, World War I, World War II.

Essential questions addressed:

How and why did the Progressives seek to change the role of the local, state, and federal government in the nation’s political, social, economic, and environmental affairs? To what extent were the Progressives successful?

How did US involvement in the Spanish-American War, World War I, and World War II alter the nation’s role in world affairs?

How did the Great Depression change the US economy, society, politics, and culture and influence public debates about US national identity in the 20th century?

How did US involvement in World War II lead to domestic social changes and debates over civil liberties?

Unit 8: 1945-1980

20 Days

The American Pageant, Chapters 36-39 (15th Edition), 35-38 (16th Edition)

Content: The atomic age; the affluent society and suburbs; discrimination, the Other America, and the African-American Civil Rights movement; Vietnam and US imperial policies in Latin America and Africa; the Beats and the student, counterculture, antiwar, women's, Chicano, and American Indian movements; summer riots and the occupation of Alcatraz; LBJ's Great Society and the rise of the New Right; the Cold War and the US role in the world.

Primary Sources: Johnson, Vol.2- Document 26-3, Cold War Blueprint, PP.217-221, Document 27-2, Vance Packard Analyzes the Age of Affluence, PP. 234-238, Document 27-5, President Dwight D. Eisenhower Warns about the Military-Industrial Complex, PP. 246-249, Document 28-2 Dr. Martin Luther King, Jr. Explains Nonviolent Resistance, PP.254-259, Document 28-3, George Wallace Denounces the Civil Rights Movement, PP.259-263, Document 29-3, Military Discipline in an Unpopular War, PP. 281-284.

Video: *The Century: Episode Thirteen- "Starting Over"*- Students will take notes on this episode and discuss factors behind the decline of liberalism and US power and the rise of conservatism. Students complete notes on their discussion, which are collected and assessed as a means of checking for understanding.

In Class DBQ

Unit 8: Unit Summative Assessment:

The assessment begins with 15 multiple-choice questions, organized into sets. Each set focuses on one the essential questions given here.

The assessment also features one long essay, on one of three topics that students are given in advance to guide their review. Possible essay topics include the following:

How did US involvement in the Cold War change the United States?

How did the civil rights movement change US politics and society?

How did the developments of the 1970s influence public debates about national identity?

The Unit 8 Summative Assessment takes one class period to complete

Essential questions addressed:

What were the origins of the Cold War and the goals of US policymakers in the Cold War?

How did US involvement in the Cold War set the stage for domestic political and social change?

How and why have modern cultural values and popular culture grown since World War II, and how have these values affected US politics and society?

How did the civil rights movement change US politics and society?

How and why did the Supreme Court and Great Society programs change the federal government's role in the nation's political, social, economic, and environmental affairs? How did African-American civil rights activism in the 20th century affect the growth of other political and social movements, and how did those movements affect American culture, politics, and society?

Unit 9: 1980-Present

10 Days

The American Pageant, Chapters 40-42 (15th Edition), 39-41 (16th Edition)

Content: Summary of Reagan's domestic and foreign policies; Bush Sr. and the end of the Cold War; Clinton as a New Democrat; technology and economic bubbles and recessions, race relations, and the role of women, changing demographics and the return of poverty; rise of the prison industrial complex and the war on drugs; 9/11 and the domestic and foreign policies that followed; and Obama: change or continuity?

Primary Sources: Johnson, Vol. 2- Document 30-4, President Ronald Reagan defends American Morality, PP.310-314, Document 31-1, National Security of the United States Requires Preemptive War, PP.319-324, Documents 31-4, Joseph Stiglitz Describes Capitalists Fools' Responsibility for the Economic Crisis, PP.332-336.

Unit 9: Unit Summative Assessment:

Six multiple choice questions, in sets, based on the essential questions below, in addition to two short answer questions.

Essential questions addressed:

How have US foreign policy goals and actions evolved since the end of the Cold War?

What factors have led to increasing globalization, and how has increasing globalization influenced US society?

How have demographic changes since 1980 affected US culture, politics, and society?

How have debates over civil rights, immigration, technology, the economy, the environment influenced US politics and culture and shaped conceptions of US identity?

Review for the AP Exam

The College Board Advanced Placement United States History Exam

Final Exam

Grading

Grades are calculated on a cumulative point system, therefore every assignment, every quiz, and every test is important and must be completed on time in order to receive full credit. (Except for illness/family issues, this does not, however, include “vacations”).